

**THE USE OF STUDENTS' TEAM ACHIEVEMENT DIVISION
IN TEACHING WRITING RECOUNT TEXT**

AN ARTICLE

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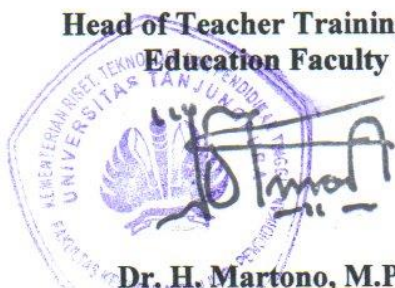


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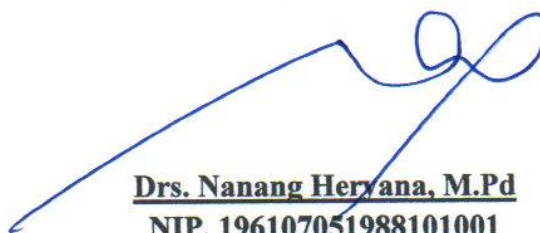
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THE USE OF STUDENTS' TEAM ACHIEVEMENT DIVISION IN TEACHING WRITING RECOUNT TEXT

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Abstract : The research was conducted at the eighth grade students of SMP Negeri 6 Pontianak in academic year 2016/2017. This research aimed to investigate whether or not the use of Students Team Achievement Division in teaching writing recount text affects the students' writing ability significantly. The method of the research was a pre experimental research with one group pre-test - post-test design. The population of the research was 242 eighth grade students of SMP Negeri 6 Pontianak. The sample of the research was class VIIIA which consisted of 33 students which was taken by using clustering sampling. The data was collected by using measurement technique. The researcher provided the written test as the tool of data collecting on the research. The mean score of the students' pre-test was **36.75** and the mean score of students' post-test was **60.2**. Based on the computation, the result of the Effect Size (ES) was **1.58**. The effectiveness of the use of Students' Team Achievement Division (STAD) in teaching writing recount text was strong. It was showed that the use of Students' Team Achievement Division in teaching writing recount text was highly effective. The alternative hypothesis of the research was accepted.

Keywords : *Teaching Writing, Students' Team Achievement Division, Recount Text.*

Abstrak : Penelitian ini dilakukan pada siswa kelas VIII dari SMPN 06 Pontianak tahun ajaran 2016/2017. Tujuan dari penelitian ini adalah untuk mencari tahu apakah penggunaan Students' Team Achievement Division (STAD) dalam pengajaran menulis teks recount bisa berdampak secara signifikan terhadap kemampuan siswa dalam menulis. Metode yang digunakan oleh penelitian ini adalah pre-experimental dengan rancangan satu grup pre-test - post-test. Populasi penelitian ini berjumlah 242 siswa kelas VIII SMPN 06 Pontianak. Sample penelitian ini adalah siswa kelas VIIIA yang terdiri dari 33 siswa yang diambil menggunakan teknik clustering sampling. Pengumpulan data diperoleh dengan menggunakan teknik pengukuran. Peneliti memberikan tes menulis sebagai alat untuk mengumpulkan data penelitian ini. Nilai rata-rata pre-test yang diperoleh adalah **36,75** dan nilai rata-rata pada post-test adalah **60,2**. Berdasarkan perhitungan, hasil Effect Size (ES) adalah **1,58**. Efektivitas dari penggunaan Students' Team Achievement Division (STAD) dalam pengajaran menulis teks recount adalah sangat kuat. Itu menunjukkan bahwa penggunaan Students' Team Achievement Division (STAD) dalam pengajaran menulis teks recount sangat efektif. Hipotesis alternatif penelitian diterima.

Kata kunci : *Pengajaran Menulis, Students' Team Achievement Division, Teks Recount.*

Writing is a productive skill. It is a basic language skill, just as important as listening, speaking, and reading, which covers many of English aspects such as genre, grammar, organization, language use, and building ideas. Writing as one of the skills that has to be mastered by the students and many students consider writing to be the most difficult subject to learn because there are many aspects should be known how to express their ideas and how to build their message in their writing. White and Arndt in Mansoor (2011:2), stated that “writing is an activity which is able to share ideas, arouse feelings, persuade and convince other people. In order to achieve the goal of writing there are some aspects which should be mastered sufficiently by the students, such as vocabulary, structure, and the ability to arrange the coherence and cohesive ideas. Based on School Based Curriculum (KTSP), Junior High School students are require to be able to write many kinds of genres, such as narrative text, descriptive text, recount text, etc. Which are useful for communicative purposes. In other words, students need opportunities to practice a range of forms and functions in writing and within these to develop the different skills involved in producing written texts. The students have learned structure which has an important role in writing. It can be seen if the curriculum gave emphasis in writing various text types, unexceptionally recount. According to Gerot & Wignell (1994:194), “Recounts are genre that retells events for the purpose of informing and entertaining”. Similarly, according to Knapp, P. & Walkins (2005) recount text is to list and describe past experiences by retelling events in the order in which they happened (chronological order).

There are various techniques which have been developed to teach students. Students Team Achievement Division (STAD) is one of the simplest techniques and it is the good approach for the students (Slavin, 1995). In STAD the member of the group is heterogenic. Heterogenic here means that the students are assigned to four- five member learning teams that are mixed in performance level, gender, and ethnicity. The first step of STAD technique is the teacher presents a lesson, and second the students work within their teams to make sure that all team members have mastered the lesson. Third, the students will mastering the lesson by working in their team. The team meets to study worksheets, discuss problems together, compare answers, and correct misconceptions. It can motivate the students to work together and enable them to solve the problem they could not have solved alone. The students who have not understood the recount text yet, can ask other students in their team who already understand. Finally, all students take the test individually on the material, at which time they may not help one another. The reason why the researcher used Students’ Teams Achievement Division, because this technique can help the students by understanding the material together but applies what they have learned individually. Students’ Teams Achievement Division is a collaborative learning strategy in which small group learners with different level of ability together to accomplish a shared learning goal (Slavin, 1987).

Teaching writing recount text using Student Teams Achievement Division (STAD) begins with presentation. The presentation consists of opening, development, and guidelines of the whole components of each lesson. The steps that can be applied in teaching and learning of recount text using the STAD technique based on the procedure of the STAD proposed by the expert as follows:

Step 1: Introducing and explaining the students about the concept of Student Teams Achievement Divisions technique. Tell them about how to study in group is. Further, tell them the rules of teamwork that; each member of the groups has responsibility to make sure that all of the members have master about recount text and the study will not finish until all of the members mastered the material.

Step 2: Presenting about recount text. The presentation includes the opening, development and guided practice component.

- a) Opening is to let the students about what they are going to be discussed.
- b) Development is always constant to things that will be learned. After that, concern with meaning not memorizing. Then, teacher has to use model or visual aid in teaching and learning process. Next, Give to the students more questions to evaluate the student's skill. And then, explain the right answer clearly.
- c) Guided practice. Asking students some questions by calling them randomly which will make them to be prepare.

Step 3: Assigning students to teams. Each team consists of 4 or 5 members, which include a high, a low and two average performers. Then ranking and listing the student from lowest, average and highest based on their previous test score. From the ranking list, the teams letter are assign for each students, for example start the top of the list by letter A and continuing the letter.

Step 4: Team study. After the students get their team, students start to master the material (recount text). Each team has two worksheet and answer sheet paper to practice and assess each member and the team comprehension. In this practice they may test each others with partner in turn by using quiz. Warn students not to finish study, before all of the members have mastered the material. While students working on team, teacher circulate the class, sitting with each teams and make sure if teams are working well.

Step 5: Test. Distribute the quiz for every each students and give them a time to complete. After that, the teacher asks the students to write a recount text about their holiday individually. Make sure that she/he does the quiz alone without any help of other members because at this point they have to show what they have mastered as individual.

Step 6: Team recognition. Teachers figure the students individual improvement and team score. Students earn points for their team based on their quiz scores which pass the base score. Student's improvement point will be contributed to team point and best team will get a reward.

METHOD

The method of this research was a pre-experimental design. Pre-experimental design was referred to as a single group pre-test and post-test. Pre-experimental research was the research procedure that has no control group. The writer carried out the pre-experimental design to the eighth grade students of SMP Negeri 6 Pontianak entitled the use of Students' Team Achievement Division in teaching writing recount text. To find out the result, the researcher would like to do the pre-test, and post-test to the students. In a study employing the design a single group of subjects was observed, the treatment was administered and the group was observed again after the treatment. The effect of the treatment was judged by the change in observed scores between the pre-test and post-test.

According to Cohen (2005: 212-213) as cited in Mistriyatun (2012: 26), the procedure of conducting this research was described below:

Table 1
Procedure of Conducting Research

Pre-Test	Treatment	Post-Test
O1	X	O2

O1 was pre-test, it was given before the reseacher applied treatment. The purpose of the test was to know the condition of students' ability in writng recount text before the treatment. **X** was considered as treatment given. In treatment, the teacher will showing how the use of STAD technique in teaching recount text. **O2** was post-test, it was conducted to know the achievement after treatment was given. Cohen et.al (2000:92) defines population as all members of any well defined class of people, events, or objects. This research was conducted in SMP Negeri 6 Pontianak. The population of this research was all 8th grade students of SMP Negeri 6 Pontianak which consists of 242 students. The eighth grade of SMP Negeri 6 Pontianak have seven classes.

Table 2
Total Number of Students

Class	Number of Students
VIII A	33
VIII B	35
VIII C	35
VIII D	35
VIII E	35
VIII F	35
VIII G	34
Total	242

According to Creswell (2008: 152) as cited in Mistriyatun (2012: 27) stated that ,” a sample is subgroup of the target population that the researcher plans to study for generalizing about the target population. The sample of the research was taken by using clustering sampling. The sample of this research was class VIII A of SMP Negeri 6 Pontianak, which consists of 33 students.

Table 3
Writing Score Classification

Range	Qualification
80-100	Good to Very Good
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

Adopted from by J.B. Heaton (1988:96)

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This research was conducted to get the accurate data about whether or not the use of Students’ Team Achievement Division (STAD) affects significantly in teaching writing recount text to the eighth grade students of SMP Negeri Pontianak in academic year 2016/2017. The research findings are also discussed covering the result of the individual, the average, the difference, and t-test of students’ score achievement.

1. Analysis on Students’ Score Achievement

The students’ progress is calculated by using the formula mentioned before (see chapter III). The result of pre-test shows the result of the students score before treatment is being conducted, and the post-test shows the result of the students’ score after the treatment.

a. Students’ Achievement Score of Pre-test

The pre-test given is recommended as the first test before treatment. The pre-test will be done to know the pre-condition of students before the treatment process. Thus, from the result of the pre-test, students achievement score was considered *poor to average*. Which the students’ average score is **36.75** (thirty six point seven five). The computation of students’ mean score in pre-test can be described as follows:

$$\begin{aligned}
 M &= \frac{\sum d}{N} \\
 &= \frac{1.213}{33}
 \end{aligned}$$

$$= 36.75$$

Where :

M = Mean Score of pre-test

$\sum d$ = *sum of individual scores in pre-test*

N = total number of students

b. Students' Achievement Score in Post-test

The post-test was administered after giving some treatments and pre-test. The post-test is also considered as the final evaluation of students' writing skill of recount text by applying STAD. From the result of post-test, the students' score achievement is **60.2** (sixty point two) and categorized *average to good*.

The computation of students' mean score in post-test can be described as follows:

$$\begin{aligned} M &= \frac{\sum d}{N} \\ &= \frac{1.986}{33} \\ &= 60.2 \end{aligned}$$

Where :

M = Mean Score of post test

$\sum d$ = *Sum of individual scores in post-test*

N = Total number of students

Discussion

In term of learning achievement using the STAD, a study of Keramati (2009) as cited in Monchai Tiantong, entitled "The effect of cooperative learning on academic achievement of physics course", it is found that experimental group students taught by cooperative learning (STAD technique) are more successful than control group students. One of the benefits of using collaborative learning the first is enhancing learning achievement and increasing social skills, and the second benefits is as the more students work together in collaborative groups, the more they understand, retain, and feel better about themselves and their peers, moreover working together in a collaborative environment encourages student responsibility for learning. In this research, the researcher gave the treatment for the students in teaching process. It was teaching writing recount text by using Students' Team Achievement Division (STAD). In the teaching learning process, the students wrote the simple recount text based on the theme given by the researcher. The next step was calculating the mean score of students' pre-test by dividing the total score of pre-test with the whole number of the sample which was consisted of 33 students. The mean score of students' pre-test was **36.75**.

After conducting the pre-test, the researcher was conducted the treatments to the sample of the research. In this research, the researcher was conducted two

meetings that focusing on recount text as the learning material by applying Students' Team Achievement Division in teaching writing recount text. In the first treatment, the students were seen had little bit difficult to working in team and understanding the material together with their teams, when the researcher applying Students' Team Achievement Division in teaching writing recount text. It was because most of them were lack of vocabularies, generic structures of recount text and grammar as a basic skill that should be mastered by the students before beginning to write, so they need dictionary. In the meeting, the researcher showed that the procedure on the use of Students' Team Achievement Division. Then, the researcher and the students were discussed about the material together.

In the second treatment, the researcher divided class into six groups and each group has five members and there are some groups has six members. Then, the teacher asked the students to sit based on their groups and they had to learn the material together. Each students in the groups had to write recount text based on the theme given by the teacher. They had to give more attention with five aspects of writing a recount text such as content, vocabulary, grammar, spelling and punctuation. All of the students are enjoyed the learning process with the use of STAD. From the data analysis, the students' score in writing recount text could be influenced by using the Students' Team Achievement Division. The technique had positive effect in students' writing. It was shown by the result of post-test which was higher than pre-test. Before the treatment was given, the mean score of pre-test was **36.75**. After they had been given the treatment, the mean score of post-test was **60.2**. The findings showed that there was an improvement score of students' writing after being given the treatment. Based on the table of pre-test, it was indicated 61 as the highest score and 12 as the lowest score. The results showed that the use of Students' Team Achievement Division in teaching recount text was effective.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research findings about using Students' Team Achievement Division (STAD) in teaching writing recount text (a pre-experimental research to the eighth grade students of SMP 6 Pontianak in academic year 2016/2017, it can be concluded that: First, the effect size of the test is **1,58**. It was meant that the average score of the students' writing recount text before and after the treatment with the use of Students' Team Achievement Division in teaching writing recount text is different. Second, the effectiveness of STAD in teaching writing a recount text has strong effect. It can affect the students' ability in writing recount text significantly.

Suggestion

Based on the conclusion above, there are some points suggested to the teachers, readers, and students. The suggestions as follows: (1) For English Teachers; English teachers are advised to apply the Students' Teams Achievement Division (STAD) technique as one of the techniques in teaching English,

especially in teaching writing recount text. It helps the students in mastering the material about recount text easily, because working in a group is better to understanding the material than working alone. (2) For Readers; This research may give the readers good understanding on Students' Team Achievement Division as one of the alternative strategies to build the students' interest in writing recount text. (3) For The Students; The students have given their cooperation and attention when the teacher applying the Students' Team Achievement Division in teaching writing recount text. The students should be more active since they are working together with the team. The students also might be more responsible with their groups when they are working together in understanding the material.

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